

EVALUATING THE EFFECTIVENESS OF MEDIA LITERACY ON TELEVISION ADVERTISEMENTS AMONG ADOLESCENTS IN KANYAKUMARI DISTRICT

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ABSTRACT

The aim of the paper is to develop television advertising literacy among school students. Advertisements on television have undergone great changes during the last decades and are currently far more complex than earlier, today being part of everyday television. The study is divided into two parts the first part deals about the influence of media entertainment on the behavior of adolescents. The second part deals with the effect of media literacy intervention of the students. For this study six parents and six teachers were selected to study the influence of advertisement programmes among adolescents and an experimental study was conducted by pre and post survey. The findings of the study reveal that media literacy intervention help the students to analyze the advertisement programme using knowledge and skills and get greater control over media content.

KEYWORDS: Advertisement, Media Literacy, Intervention, Knowledge, Adolescents & Media Content

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INTRODUCTION

The media plays a large role in both people's personal lives, as well as maintaining democracy. The need for media literacy is further increased by the fact that the media do not always supply perfect, unbiased, complete and correct information.

The purpose of media literacy is to help students to protect themselves from the potentially negative effects, and to become more media literate to gain greater control over influences in their life, particularly constant influence from the mass media. The mass media have the potential to exert a wide range of potentially negative effects on individuals. No one is born media literate. Media literacy must be developed, and this development requires effort from each individual as well as guidance from experts. The development is to be a long-term process that never ends because the media and the form of their messages are constantly changing.

Malmelin (2010) states that advertising is a typical communication form. The interpretation and understanding of advertising require special literacy skills that are different from those needed in the production and reading of symbolic forms of communication. The ability to "read" an ad is not only based on understanding its meaning, but also on the ability to facilitate and demonstrate that understanding by using this meaning in the social context of existence (Ritson and Elliot, 1995).

The marketing mix is Product, Pricing, Promotions, and Placement. These words are used to show the recognition that marketing is customer centered and one must capture the customers' attention and address the need of the consumer. There are four basic promotion tools and they are; advertising, sales promotion, public relations, and personal selling. It is important for the media literate person to be able to identify what motivates them and how they can be psychographically inclined because it gives them a better understanding of what kinds of advertisements appeal to them. When a person understands his/her personal motivations, he/she is able to recognize the techniques in advertising that appeal to those motivations. Advertising is a highly visible business activity and lapses in ethical standards which might often be risky for the company. Non-ethical issues in advertising are obscenity used to gain consumers attention, misleading information and deception, puffery, stereotypes, racial issues and controversial products (alcohol, tobacco, and gambling).

To protect people from all this unplanned advertising exposure, they should in a state of automatic processing so that they don't have to pay attention to all of the advertisements. During unconscious exposure, advertisers can plant their messages into the subconscious mind, where they gradually shape their definitions for attractiveness, sex appeal, relationships, cleanliness, health, success, hunger, body shape, problems, and happiness. People do not pay much attention but, later they find themselves humming a jingle or a word phrase occurs to them or they pass by a store and "remember" that there is a sale going on there. These flashes of sounds, words, and ideas emerge from our subconscious mind, where they had been put by advertisements they did not pay attention to increase the media literacy about advertising, they need to have elaborate knowledge structures and skills about advertising and about their own needs. The media capable person would be able to identify the difference between the program and an advertisement. They would also be able to change the channel and make a clear decision regarding whether they like the programming and commercials or not.

Significance of the Study

The study on media literacy may create awareness among the adolescents regarding the programme they watch. There is a conflict in this transitional age group so as to choose right for them. Therefore media literacy will mold them to understand the positive and negative influence of media advertisements and help them to apply their skills actively to build more elaborate and more useful knowledge structure. Media literacy education will be a key to help the safety of children and their future.

Research Problem

Parents and teachers are responsible for children's media education which is understood as the transmission of values, knowledge, skills, and patterns of behavior. They must act as the filters and monitor the influence of mediation agents in everyday life. It is the time for teachers and parents to help their children to increase the competency level of children by analyzing advertisements. There has been no broad-based analysis using skills on media literacy about advertisement, especially in India.

LITERATURE OF REVIEW

Esther Rozendaal et al., (2011) "Children's understanding of advertisers' persuasive tactics." was to investigate children's understanding of six popular tactics used by advertisers to elicit certain advertising effects, including repetition, product demonstration, peer popularity appeal, humor, celebrity endorsement, and premiums. Results showed that children's understanding of advertisers' tactics increased progressively between the ages of 8 and 12, showing a significant

increase around the age of 10.

Based on Malmelin (2010) theoretical framework, there are four dimensions of advertising literacy: aesthetic, rhetoric, information and promotion literacy. The survey finds out that media that frequently accessed by teenagers is television and the internet. It's revealed that Most of the respondents get middle advertising literacy. Most respondents have high aesthetic and promotion literacy. It means that they are able to recognize some of the visual manipulation techniques. The rhetoric literacy is a middle level that indicates that sometimes the students can't understand advertising language that uses for seduces or persuades consumer. Meanwhile, the level of information literacy is quite high. It is intended that the respondents already know that there are some information sources that can be used to choose the product instead of advertising.

Merrie Brucks et al., (1986), "Children's Cognitive Responses to Advertising", advocate a cognitive response approach for researching children's reactions to advertisements. They suggest that the factors influence that children's use of cognitive defenses including the state of cognitive development, knowledge about advertising, knowledge about the product, spontaneous information processing abilities, emotional involvement with the ad or product being advertised, and verbal ability. Each of these factors and its hypothesized relationship to children's counter arguing is discussed.

Jaspal Singh & Namrata Sandhu (2011) made an attempt to examine the impact of television commercials on the social and moral behavior of viewers in India. An empirical analysis of the views of 520 respondents revealed that television commercials undermine social, moral and religious values and negatively influence human behavior.

According to Marie Buisson (2012) in her lesson plan of "Advertising All Around Us" for grade 5 and 6, helps students to become more aware of language and techniques used in advertising as well as they impact on their daily life. The study focuses on three concepts of media literacy construction of reality, representation and audience. The objectives of the study are to analyze the format and structure of advertisements, differentiate fantasy and reality, become aware of their own reaction as consumers and learn about the target audience. External activities like deconstructing the advertisements, giving importance to aesthetic elements, which turn a boring uninteresting advertisement into pleasing and attention-getting advertisements. The students are made to create own advertisements and they write their personal responses to this study.

RESEARCH METHODOLOGY

Objectives of the Study

- To create a critical analysis of Television advertisements.
- To evaluate the understanding capacity of advertisements among adolescents after attaining media literacy intervention.

The present study involved quantitative research (experimental method) and qualitative research (focus group discussion). The researcher conducted a focus group study to understand the influence of media on advertisements and the need for media literacy among the adolescents'. The study was conducted among six parents and six teachers of the students in Kanyakumari district. The sample of the study was selected by purposive sampling method. From the focus group, discussion important issues were identified in the area of advertisement programme and media literacy. Important variables like the influence of advertisement programmes on students and the need for media literacy to analyse television advertisements. Based on the data gathered by focus group discussion an experimental study of media

literacy was planned.

Quantitative research (experimental method). For the experimental method population of the present study consisted of class IX students of A and B division in SMRV Higher Secondary School Nagercoil. The sample comprised of 100 students from A and B, the divisions of class IX of one school. The students were randomly assigned to two groups, 50 students in the experimental group and 50 in the control group with 25 boys and 25 girls. Pre and post survey was conducted the two groups before and after treatment were compared. The media literacy training was given eight days (45 minutes per day) the training was performed by the researcher herself. The delayed post-test was conducted after a month from the Post-test.

The achievement scores of the two sample groups were obtained for all tests conducted namely, pre--test, post-test and delayed post-test. The gain scores and the retention scores were computed and analyzed for all the two sample groups.

Each question was scored using a five-point Likert scale. Secondary data collected from various books, journals, reviews, and websites. After the data had been collected, it was processed & tabulated directly into SPSS 20.0 Software. Cronbach's Alpha reliability was done to find out the reliability of the data. The data reliability score alpha is.608 which is at an acceptable level.

Learning Topic: Analysis of Advertisement

Definition and meaning, the purpose of advertising, functions of advertising, five players on the advertisement, top ten advertising firms of India, types of advertisements, AIDA formula for advertising, appeals, advertisement strategy, skills used to analyze advertisements: cognitive, emotional, aesthetic moral, ethics in advertisement and media literacy about the advertisement.

DATA ANALYSIS

Analyzing Advertisement Programmes Using Skill Factors

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.514
Bartlett's Test of Sphericity	Approx. Chi-Square	763.302
	Df	561
	Sig.	.000

The test of Kaiser Meyer Olkin shows a measure of.514 and hence shows a sampling adequacy for the application of factor analysis. The results of Principal Component Analysis to extract the number of variables is given in Table 1

Table 2: Total Variance Explained

Components	Extraction Sums of Squared Loading		
	Total	Percentage of Variable	Cumulative Percentage
1	7.634	20.090	20.090
2	3.318	8.732	28.822
3	3.244	8.538	37.359
4	2.576	6.779	44.139
5	2.448	6.441	50.580
6	2.328	6.126	56.706
7	2.050	5.394	62.100
8	1.893	4.982	67.083

Extraction Method: Principal Components Analysis

From the Table2 above shown, it is clear that eight factors can be extracted together which account for 67.083 per cent of the total variables. Hence 37 variables are summated to 8 factors. The table presents the Rotated Component Matrix table by using Varimax Method with 21 iterations, which is used to assign factors which have higher loadings.

Table 3: Analysis of Advertisements using Skills

Factors	Components							
ADVERTISEMENTS	F1	F2	F3	F4	F5	F6	F7	F8
Expenditure is from customer	.834	.212	.190	.037	-.078	.058	.023	.180
Political Advertisement	.817	.147	.160	.215	.102	.139	.086	.113
Advertisement communicates intended value of message	.789	.071	-.072	.108	-.034	-.182	.086	-.088
Rhetoric statement	.743	.369	.347	.081	.099	.108	-.073	-.049
Women is portray as a well rounded personality	.676	.151	-.094	.227	.340	.055	-.135	-.191
Understand advertisement bias	.655	.044	.068	.131	.205	.165	-.031	.215
Persuasive technique	.649	-.012	.366	-.119	-.300	.171	-.129	.166
Coupons provided promotional activity	.639	.087	.382	.112	-.050	-.114	-.058	.122
Opinion about product	.637	.006	.234	-.052	.528	-.064	.214	-.177
Surrogate advertisement promote injurious health product	.636	.175	.152	.007	.318	.316	-.140	.092
Awareness of national scheme by Government	.621	.246	.477	.124	.174	.172	-.062	.040
Put up exaggerated way to buy products	.561	-.066	-.054	.187	.203	-.023	.022	-.450
Analyzing the feeling	.143	.705	-.107	-.111	.162	-.037	.202	-.151
Feeling toward brand	.237	.686	-.160	.113	-.243	.161	-.062	.303
Celebrities endorsement	.451	.629	.065	.078	.105	.193	-.084	-.096
Idealized images leads low self esteem	-.061	.595	.160	.291	.039	-.023	-.285	-.120
Fear appeal to health and beauty advertisement	.522	.541	.032	.118	.084	.140	-.185	-.091
Children and pet create emotional appeal	.452	.507	-.040	.193	-.071	-.160	.342	.201
Meaning of colour	.107	.073	.728	.128	.038	.013	.013	-.079
Colour pass right message	.384	-.033	.716	-.005	.308	-.073	-.069	-.075
Knowing types of light	.203	-.306	.563	-.005	-.074	-.095	.478	.007
Technique of high light	-.026	-.141	.453	.050	.343	.264	.122	-.114
Jingle for remembrance	.204	.017	.153	.713	-.061	.047	.243	-.141
Cartoon and good feelings	.009	.225	.038	.691	-.096	.450	-.025	.231
Statistics and figures for popularity	.294	.408	.024	.557	.318	.312	.203	-.016
Knowing camera shot	.112	.239	.344	.554	.305	-.134	-.175	-.010
Aesthetic elements and our sense	.263	-.044	-.253	.522	.365	.000	-.236	.134
Consumers' testimony is always right	.022	.361	.188	.122	.671	-.043	.133	.048
Commercial religiously accepted principle	.342	-.288	.152	.125	.567	.334	.046	.030
Lack of responsibility	.235	.156	.191	.156	.060	.726	.027	.003
Commercial exploit society	.018	-.001	-.193	-.017	.130	.695	.051	.171
Promote unsafe behaviour among children	.037	.000	.145	.083	-.304	.536	.006	-.391
Banned controversial products	.061	.077	-.059	-.033	.147	.153	.886	.009
Fear appeal on alcohol and tobacco	-.328	-.176	.206	.380	.048	-.088	.591	.009
Buying beyond capacity	-.068	.109	.241	-.064	.008	.013	-.029	.656
Unethical ways of material desire	.285	-.122	.492	.146	-.085	.155	.009	.532
Goods really not needed	.245	.138	.336	-.172	.365	.216	.016	.504

Source: Primary Data

From the table clearly shows that in the first column the variables namely, 'Expenditure is from customer', 'Political Advertisement', 'Advertisement communicate intended value of message', 'Rhetoric Statement', 'Women's portrayal as a well rounded personality', 'Understand advertisement bias', 'Persuasive technique', 'Coupons provided promotional activity', 'Opinion about product', 'Surrogate advertisement promote injurious health product', 'Awareness of national scheme by Government' and 'Put up exaggerated way to buy products' have higher loadings of 0.834, 0.817, 0.789, 0.743, 0.676, 0.655, 0.649, 0.639, 0.637, 0.636, 0.621, and 0.561 respectively and it can be suggested that factor one is the combination of these twelve factors and have the variance of 20.090 per cent and it can be named as 'Cognitive skills'.

From the second column it can be seen that the variables of 'Analyzing the feeling' 0.705, 'Feeling toward brand' 0.686, 'Celebrities endorsement' 0.629, 'Idealized images leads low self esteem' 0.595, 'Fear appeal to health and beauty advertisement' 0.541 and 'Children and pet create emotional appeal' 0.507, have higher loadings with a variance of 8.732 and it can be combined and called as 'Emotional skills'.

The third column shows that the factors 'Meaning of color' 0.728, 'Color pass right message' 0.716, 'Knowing types of light' 0.563, have high loadings with a variance of 8.538 and are summated and named as 'color and light appeals'.

The fourth factor namely 'Jingle for remembrance' 0.713, 'Cartoon and good feelings' 0.691, 'Statistics and figures for popularity' 0.557, 'Knowing camera shot' 0.554 and 'Aesthetic elements and our sense' 0.522 have high loadings with a variance of 6.779 are combined together to be called as 'Aesthetic elements'.

From the fifth column, it can be seen that the variables of 'Consumer testimony always right' 0.671 and 'Commercial religiously accepted principle' 0.567 have higher loadings with a variance of 6.441 and it can be combined and called as 'Ethical appeals'.

The sixth column shows that the factors 'Lack of responsibility' 0.726, 'Commercial exploit society' 0.695, 'Promote unsafe behavior among children' 0.536 have high loadings with a variance of 6.126 and are summated and named as 'Exploiting aspects'.

In the seventh column only two variables such as 'Banned controversial products' 0.886, 'Fear appeal on alcohol and tobacco' 0.591, which have higher loading are included with a variance of 5.394 and named as 'Abandonment'.

In the last column, only three variable 'Buying beyond capacity' 0.656, 'Unethical ways of material desire' 0.532 and 'Goods really not needed' 0.504 with a variance of 4.982 are named as 'Blind materialism'.

Thus 28 factors are reduced into eight variables and are given different names by using factor analysis as 'cognitive skills', 'emotional skills', 'color and light appeals', 'Aesthetic elements', 'Ethical appeal', 'Exploiting aspect', 'Abandonment' and 'Blind materialism'. Thus have been identified and plays a good role in analyzing advertisement using the skill factors.

The Pre-Test and Post Test Analysis of Control Group

Table 4: Analysis of Advertisement using Skills

Analysis of Advertisements		Mean	SD	N	Mean Difference	t	p
Cognitive Skill	Post	2.46	.701	50	.1520	.947	.398
	Pre	1.96	.797				
Emotional Skill	Post	2.39	.0841	50	.1010	.858	.427
	pre	2.30	.0991				
Colour and Light Appeal,	Post	2.36	.8936	50	.1000	.847	.409
	Pre	2.26	.9781				
Aesthetic Elements	Post	3.07	1.195	50	.1200	.972	.337
	Pre	2.95	.7446				
Aesthetic Skill	Post	2.71	1.044	50	.1100	.909	.373
	Pre	2.60	.8613				
Ethical Appeal	Post	2.68	.7786	50	.046	1.158	.281
	Pre	2.64	.8309				
Exploiting Aspect	Post	2.53	.5973	50	.060	.924	.441
	Pre	2.47	.6875				
Abandonment	Post	2.44	.3355	50	.130	1.072	.310
	Pre	2.31	.8566				
Blind Materialism	Post	3.08	.7087	50	.030	.330	.744
	Pre	3.05	1.0683				
Moral Skill	Post	2.68	.6060	50	.067	.8720	.445
	Pre	2.61	.8620				

Source: Primary data

The above table shows the pre-test and post-test performance of the control group. A paired T-test was conducted to overall pre-test of the control group. (M=1.96, SD =.797) and post-test (M =2.46, SD =.701) scores overall MD =.1520, t =.947, p =.398. The ‘P’ value is greater than.05. This shows there is no significance difference between post -test and Pre -test of the control group. The result shows there is no significant difference among adolescents in analyzing advertisement using cognitive skills.

While analyzing advertisement using emotional skills the above table also shows the pre and post-test performances of the control group. A paired T-test was conducted to overall post test of the control group. (M = 2.39, SD =.0841) and pre test (M = 2.30, SD =.0991) scores over all (MD =.1010) t =.858 and P =.427. The ‘P’ value is greater than.05. These shows there are no significant differences between post -test and pre-test. The result suggests that there is no significant differences among adolescents are analyzing advertisement using emotional skills.

The table shows the analysis of advertisement using aesthetic skills include two components “Colour and light appeal and Aesthetic elements”. A paired samples T-test was conducted to over all post test (M = 2.71, SD =.1.044) and pre test (M = 1.76, SD =.7435). Scores over all (MD =.095, t =.9297 and P =.742. The ‘P’ value is greater than.05. There is no significant difference between post-test and pre-test. The result suggests that there is no significant difference among adolescents in analyzing advertisement using an aesthetic skill.

The analysis of advertisement using Moral skills include four components “Ethical appeal, Exploiting aspect, Abandonment and Blind materialism” A paired sample T-test was conducted to overall post-test (N = 2.68, SD =.6060) and pre test (M = 2.61, SD =.8620) scores over all (MD =.067, t =.8720, and P =.445. The ‘P’ value is greater than.05. There is no significant difference between post-test and pre-test of the control group. The result suggests that there are no significant differences among adolescents in analyzing advertisement using Moral skills.

Table 5: The t-Test Results of Two Groups' Post- Test and Pre-Test Scores Related to Media Contents

Media Content	Tests	Experimental ^a		Control ^b		Mean Difference	<i>t</i>	Sig (2-tailed)
		M	SD	M	SD			
Advertisements	Post	4.61	.1461	2.55	.8589	2.05	19.01	.000
	pre	2.36	.3389	2.36	.3073	.007	.033	.878

Source: Primary data

$P \leq .05$ ^an = 50, ^bn = 50, M = Mean, SD= Standard Deviation

While analyzing advertisements the pre-test mean score of experimental and control group is M = 2.367 and M = 2.36. The mean difference.007 $P > 0.05$ 'P' value is greater than 0.05. This shows there is no significant difference between the groups in the pre-test. While in the post-test the mean score value of experimental and control group. M = 4.61 and M = 2.56 the mean difference M = 2.05 ($P < 0.05$) 'P' value is less than 0.05. This shows that a significant difference between the two groups, which showed improvement in the experimental group in analyzing advertisements using skills.

Table 6: Difference among the Retention Scores with Regard to Media Effects

Media Content		Mean	SD	N	Mean Difference	<i>t</i>	Sig (2-tailed)
Advertisements	Ret	4.81	.0759	50	.202	2.459	.049
	Expt	4.61	.1461				

Source: Primary data

In the analysis of mean score of the post and retention test of the experimental group regarding advertisements are M = 4.61 and M = 4.81. The average mean score value M = 0.202 and 'P' value are less than 0.05. This shows that there is a significant difference between the two tests and the media literacy training help the students to analyze advertisements using knowledge and skills. There is an improvement in the retention test on the analysis of advertisements.

FINDINGS

- Most of the parents felt that their children were tempted to buy new products advertised on television whether they use it or not.
- The teacher felt that students should be able to identify the motive behind the advertisements.
- Most of the parents felt that children used to buy a soft drink and fast food which are advertised on television and become obese and increases cholesterol.
- Most of the parents think that because of too much pestering if their demanded products not purchased they get depressed.
- Parents and teachers insisted the need media literacy in the curriculum.
- A majority 48.6% of the respondents watch TV programmes up to 1-2 hours during weekdays.
- The respondents of 36.1% watch TV programmes up to 2-3 hours and 36.5% watch TV programme for about 3-4 hours during weekends.
- Parents and teachers insisted the need media literacy in the curriculum.

Knowledge about Advertisement

- There is considerable increase in the knowledge on the purpose of the advertisement after media literacy training.
- The knowledge about players of advertisement increases after attaining media literacy training.
- The media literacy training improves the knowledge about advertising production companies.
- The knowledge about the reach of advertisement increases after the media literacy training.
- The knowledge about finding the influencing factors of advertisements increases after attaining media literacy.
- The knowledge about advertisement techniques improves after attaining media literacy programs.
- The knowledge about the target audience of advertisement increases after attaining media literacy training.
- The media literacy training improves the knowledge about the responsibility of Maggie noodle issues.

Post Test of Control Group and Experimental Group

There is a significant difference in the critical analysis of entertainment programmes among the control group and experimental group.

Pre Test – Post Test Control Group

There is no significant difference between the mean score of pre and post-test of control group in analyzing advertisement programmes.

Pre Test – Post Test Experimental Group

There is a significant difference between pre and post-test of the experimental group in analyzing advertisement programmes. The experimental group student's critical analysis skills about media advertisement programmes increased than control group by media literacy training.

The results revealed that the media literacy training in analyzing advertising programs is highly effective. The experimental group performed better in the post-test than the control group in the critical analysis of television advertisements. This implies the experimental group attained more score due to the media literacy training, the findings coincide with findings of the experimental study of Hobbs (2004) that the experimental group students identified the target audience, techniques and able to identify the emotional consumption of the products in advertisements.

CONCLUSIONS

Regarding the media advertisement, the media literacy training helped the students to limit the negative effects of violence. The survey responses also reveal that the media literacy training was very much effective among treatment group children. The students were given training to the analysis of media advertisement content using cognitive, emotional, aesthetic and moral skills and can access, analyze and evaluate the media messages, and can able to identify the intention of media messages, on who sends the message and target audience. The media literate person has greater control over media content. The media literacy training helps the students to get out of automatic processing stage and built a strong knowledge structure and skills to analyze media messages and have gain greater control over media content. They can able to perceive the positive values and leave the negative effects of media.

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